

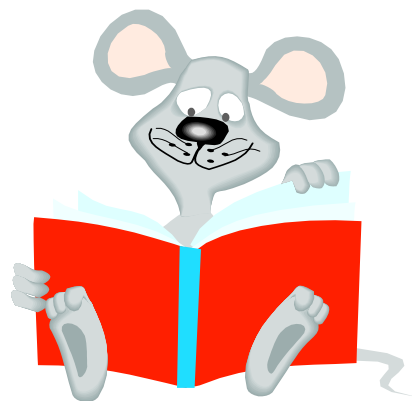
Title of Material: \_\_\_\_\_

Publisher: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Passed for Research-Based Reading? \_\_\_\_ Yes \_\_\_\_ No

# Research-Based Reading for “Reading First” Grade One



COMPREHENSIVE PROGRAM INFORMATION SHEET

COMPREHENSIVE PROGRAM \_\_\_\_\_

GRADE LEVEL \_\_\_\_\_

REVIEWER \_\_\_\_\_

1. DOES THE PROGRAM MEET THE DEFINITION OF A COMPREHENSIVE PROGRAM?

2. DID THE PUBLISHER SUBMIT EVIDENCE OF EFFECTIVENESS OF THE PROGRAM WITH AT-RISK POPULATIONS?

3.

AREAS OF WEAKNESS IN THIS GRADE LEVEL	WAYS TO ADDRESS AREAS OF WEAKNESS

4. PARTS OF THE PROGRAM THAT ARE NECESSARY TO PURCHASE TO TEACH THE CRITICAL COMPONENTS OF READING FOR THIS GRADE LEVEL:

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**Grading Key:** ☒ Clearly evident ☐ Somewhat evident ☐ Not present

**PHONEMIC AWARENESS** is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

### High Priority Items – Phonemic Awareness Instruction

Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Allocates appropriate amount of daily time to blending, segmenting, and manipulating tasks until proficient. (w) [NRP, pg. 2-41]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Incorporates letters into phonemic awareness activities. (w) [NRP, pg.			

First Grade Phonemic Awareness Instruction – High Priority

**Tally the number of criterion/elements with each rating.** \_\_\_\_\_ ☒ \_\_\_\_\_ ☐ \_\_\_\_\_ ☐

### Discretionary Items – Phonemic Awareness Instruction

Rating	Criterion
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Analyzes words at the phoneme level (i.e., working with individual sounds within words).
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Works with phonemes in all position in words (initial, final, medial).
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4. Works with increasingly longer words (three to four phonemes).
<input type="radio"/> <input type="radio"/> <input type="radio"/>	5. Expands beyond consonant vowel-consonant words (e.g., <i>sun</i> ) to more complex phonemic structures (consonant blends).

First Grade First Grade Phonemic Awareness Instruction - Discretionary

**Tally the number of criterion/elements with each rating.** \_\_\_\_\_ ☒ \_\_\_\_\_ ☐ \_\_\_\_\_ ☐

**Grading Key:** ☒ Clearly evident ☐ Somewhat evident ☐ Not present

**PHONEMIC AWARENESS** is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

High Priority Items – Phonics Instruction				
Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Progresses <u>systematically</u> from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words. ( <i>ss</i> ) [NRP, pg. 2-132]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words). ( <i>w</i> ) and ( <i>ss</i> )			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. ( <i>w</i> )			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4. Includes repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences. ( <i>w</i> ) and ( <i>ss</i> ) [NRP, pg. 3-28]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	5. Uses decodable text based on specific phonics lessons in the early part of the first grade as an intervening step between explicit skill acquisition and the students' ability to read quality trade books. Decodable texts should contain the phonics elements and sight words that students have been taught. ( <i>w</i> ) and ( <i>ss</i> )			

First Grade Phonics Instruction - High Priority Items

**Tally the number of criterion/elements with each rating.** \_\_\_\_\_ ☒ \_\_\_\_\_ ☐ \_\_\_\_\_ ☐

**Grading Key:** ☒ Clearly evident ☐ Somewhat evident ☐ Not present

**PHONEMIC AWARENESS** is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

Discretionary Items – Phonics Instruction			
Rating	Criterion		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Provides integrated proactive instruction and practice in words that students first read, spell, and write.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Sequences words strategically to incorporate known letters or letter-sound combinations. [NRP, pg. 2-132]		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Begins instruction in word families and word patterns (i.e., reading orthographic units of text, such as <i>at, sat, fat, rat</i> ) <u>after</u> students have learned the letter-sound correspondences in the unit. [NRP, pg. 2-132]		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4. Teaches students to process larger, highly represented patterns to increase fluency in word recognition.		

First Grade Phonics Instruction – Discretionary

**Tally the number of criterion/elements with each rating.** \_\_\_\_\_ ☒ \_\_\_\_\_ ☐ \_\_\_\_\_ ☐

High Priority Items – Phonics-Irregular Words Instruction				
Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Selects words of high utility with ample practice for automaticity. ( <i>ss</i> )			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Controls the number of irregular words introduced at one time. ( <i>w</i> )			

First Grade Irregular Words Instruction – High Priority

**Tally the number of criterion/elements with each rating.** \_\_\_\_\_ ☒ \_\_\_\_\_ ☐ \_\_\_\_\_ ☐

Discretionary Items – Phonics-Irregular Words Instruction		
Rating	Criterion	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Strategically separates high-frequency words (e.g., <i>was, saw; them, they, there</i> ), that are often confused by students.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Points out irregularities while focusing student attention on all letters in the word.	

First Grade Irregular Words Instruction – Discretionary

**Tally the number of criterion/elements with each rating.** \_\_\_\_\_ ☒ \_\_\_\_\_ ☐ \_\_\_\_\_ ☐

**Grading Key:**

Clearly evident



Somewhat evident



Not present

**PHONEMIC AWARENESS** is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

High Priority Items – Connected Text and Fluency Instruction				
Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Introduces passage reading soon after students can read a sufficient number of words accurately. ( <i>w</i> )			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Contains only words comprised of letter-sounds and words types that have been taught. ( <i>w</i> ) and ( <i>ss</i> )			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Contains only high-frequency irregular words that have been previously taught. ( <i>ss</i> )			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4. Uses initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). ( <i>w</i> )			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	5. Builds toward a 60 word per minute fluency goal by end of grade. ( <i>ss</i> ) [NRP, pg. 3-4]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	6. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. ( <i>w</i> ) and ( <i>ss</i> ) [NRP, pg. 3-28]			

First Grade Connected Text & Fluency Instruction – High Priority

Tally the number of criterion/elements with each rating.

\_\_\_\_\_ ☒\_\_\_\_\_ ☐\_\_\_\_\_ ☐

Discretionary Items – Connected Text and Fluency Instruction		
Rating	Criterion	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Teaches explicit strategy to move from reading words in lists to reading words in sentences and passages.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. {NRP, pg. 3-28; pg. 3-15]	

First Grade Connected Text & Fluency Instruction – Discretionary

Tally the number of criterion/elements with each rating.

\_\_\_\_\_ ☒\_\_\_\_\_ ☐\_\_\_\_\_ ☐

**Grading Key:** ☒ Clearly evident ☐ Somewhat evident ☐ Not present

**VOCABULARY** refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

### High Priority Items – Vocabulary Instruction

Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Provides direct instruction of specific concepts and vocabulary. ( <i>w</i> )			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Provides repeated and multiple exposures to critical vocabulary. ( <i>w</i> ) and ( <i>ss</i> )			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. ( <i>w</i> )			

First Grade Vocabulary Instruction – High Priority

Tally the number of criterion/elements with each rating.

\_\_\_\_\_ ☒ \_\_\_\_\_ ☐ \_\_\_\_\_ ☐

### Discretionary Items – Vocabulary Instruction

Rating	Criterion
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Reviews previously introduced words cumulatively.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Provides opportunity for daily listening, speaking, and language experience.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

First Grade Vocabulary Instruction – Discretionary

Tally the number of criterion/elements with each rating.

\_\_\_\_\_ ☒ \_\_\_\_\_ ☐ \_\_\_\_\_ ☐

GRADING KEY: ☒ CLEARLY EVIDENT ☐ SOMEWHAT EVIDENT ☐ NOT PRESENT

**LISTENING COMPREHENSION:** The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension.

### High Priority Items – Reading Comprehension Instruction

Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Guides students through sample text in which teachers think out loud as they identify the components of story structure. ( <i>w</i> ) [NRP, pg. 4-122]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Provides plentiful opportunities to listen to and explore narrative and expository text forms and to engage in interactive discussion of the messages and meanings of the text. ( <i>ss</i> ) [NRP, pg. 4-109]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Explicitly teaches critical comprehension strategy (e.g., main idea, literal, inferential, retell, prediction). ( <i>w</i> ) and ( <i>ss</i> )			

First Grade Reading Comprehension Instruction – High Priority

Tally the number of criterion/elements with each rating. \_\_\_\_\_ ☒ \_\_\_\_\_ ☐ \_\_\_\_\_ ☐

### Discretionary Items – Reading Comprehension Instruction















Rating	Criterion	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. The text for initial instruction in comprehension: -begins with text units appropriate for the learner -uses familiar vocabulary -activates prior knowledge [NRP, pg. 4-108] -uses simple sentences -begins with short passages to reduce the memory load for learners	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Introduces text where the structure of text is explicit (beginning, middle, and end being obvious). [NRP, pg. 4-112]	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Has students discuss the story structure orally and make comparisons with other stories. [NRP, pg. 4-100]	

First Grade Reading Comprehension Instruction – Discretionary

Tally the number of criterion/elements with each rating. \_\_\_\_\_ ☒ \_\_\_\_\_ ☐ \_\_\_\_\_ ☐



### Summary of First Grade Ratings

High Priority Items		Discretionary Items	
Phonemic Awareness Instruction (2)		Phonemic Awareness Instruction (5)	
Phonics Instruction (5)		Phonics Instruction (4)	
Phonics – Irregular Words Instruction (2)		Phonics Irregular Words Instruction (0)	
Connected Text and Fluency Instruction (6)		Connected Text and Fluency Instruction (2)	
Vocabulary Development (3)		Vocabulary Instruction (3)	
Reading Comprehension Instruction (3)		Reading Comprehension Instruction (3)	
<b><i>First Grade High Priority Totals</i></b>		<b><i>First Grade Discretionary Totals</i></b>	

First Grade Design Features	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Provides ample practice on high-priority skills.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Provides explicit and systematic instruction.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4. Includes systematic and cumulative review of high priority skills.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Evidence of Sufficient Instructional Quality	Evidence of Insufficient Instructional Quality

Comments	

Summary	